

Unit 2 – Communication And Interpersonal Skills

Resource Materials/Activities/Notes

Suggested Instructional Resource Materials

- Video on communication skills
- Sample care plan
- Sample resident medical record
- Graphic sheet
- Intake and Output Sheet
- Abbreviations accepted for use in documenting
- Sample facility policies and procedures for documentation

Skill Performance Checklist

1. Documenting on Medical Record

Activities

- Have the class identify examples of prejudices, frustrations, attitudes and life experiences and discuss ways to handle each of the examples presented.
- Role-play the process of communication.
- Discuss ways of showing interest.
- Have the class divide into groups of three. Select a sender to give a message to two receivers (all senders will use the same prepared message). Have the receivers write down what they heard. Follow small group discussions with class discussion.
- Have the class share past experiences when a communication barrier caused them to end a conversation.
- Role-play ways in which sensory impairment can lead to breakdowns in communication.
- Discuss false reassurance, e.g., “Everything will be fine; you’ll see.”
- Review common clichés and discuss how the meanings could differ for residents:
 1. “The grass is always greener on the other side of the fence.”
 2. “A bird in the hand is worth two in the bush.”
- Have the class discuss why resident behavior shouldn’t be taken personally.
- Define anger and role-play situations of an angry and worried resident that lashes out at a health care worker. Discuss how these situations could be handled.
- Discuss effects of positions and postures when communicating.
- Act out examples of nonverbal communication that could be a barrier to effective communication.
- Role-play examples of body language that differ from the verbal message being sent.
- Give the class messages and have them practice paraphrasing each message.
- Practice using the telephone to give and receive messages.
- Divide class into groups of three to practice telephone skills. Class members can take turns being sender, receiver, and observer.
- Suggest resident activities that would be of interest to family members or visitors.
- Give examples of information from family members that would affect care of a resident.
- Speaker to discuss blindness and adaptations that are available for those with loss of sight.
- Speaker: Speech Therapist

- Charades may be used to point out the frustration of not being able to speak. The class can explore ways to turn this game into a helping tool for residents who have difficulty speaking.
- Have class members share personal experiences with developmentally disabled.
- Discuss ways to develop rapport with residents.
- Role-play a situation and have the class report objective and subject data.
- Practice reporting information in small groups with group members changing roles as nurse aide and supervisor.
- Have the class review a sample care plan.
- Role-play a conference.
- Review a resident's record, if allowed.
- Review charting policies and procedures for the facility.
- Review guidelines for charting and practice documenting a procedure.
- Practice using abbreviations.
- Secure a list of accepted abbreviations used by facility.
- Demonstrate documenting on medical record.